



# Beaumaris Primary School

## ANNUAL REPORT 2008

*...the leader in excellence...embracing challenge... shaping the future...*

## Table of Contents

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1.	INTRODUCTION .....	3
2.	SECTION ONE: SCHOOL.....	3
3.	SECTION TWO: TEACHING.....	3
3.1.	Collaborative Culture.....	3
3.2.	Productive Pedagogy .....	3
3.3.	Curriculum Improvement .....	3
3.4.	Performance Management .....	3
3.5.	FISH .....	3
4.	SECTION THREE: LEARNING ENVIRONMENT .....	4
4.1.	PIPS ASSESSMENT .....	4
4.2.	NATIONAL MINIMUM STANDARDS RESULTS 2008 .....	4
4.3.	BPS INTENSIVE READING PROGRAM:.....	6
5.	SECTION FOUR: STUDENT SERVICES & VALUE ADDING .....	6
5.1.	Making the Difference – Value Adding.....	6
6.	SECTION FIVE: LEADERSHIP .....	7
6.2.	Administration.....	8
7.	SECTION SIX: RELATIONSHIPS .....	8
7.1.	Professional Culture & School Spirit:.....	8
7.2.	Values, Ethics and Pastoral Care: .....	8
7.3.	Acknowledgment & Recognition:.....	9
8.	SECTION SEVEN: RESOURCES .....	11
9.	SECTION EIGHT: FUTURE PLANNING ISSUES & TRENDS.....	11
10.	SECTION NINE: SCHOOL IMPROVEMENT FOR 2009.....	12
10.2.	Literacy.....	12
10.3.	Numeracy: .....	12
10.4.	Science:.....	12
10.5.	Collaborative Teaching – Learning & Integrated Studies:.....	12
10.6.	School & Community .....	12
11.	CONCLUSION .....	12

## 1. INTRODUCTION

This report provides parents and community members with information about the events, activities and performance of Beaumaris Primary School during the period of January – December 2008. It also outlines the school's strengths and gives recommendations to be addressed during 2009. It is envisaged that this report will be examined with student reports, learning programs, newsletters and other school documents in order to gain maximum benefit and an overall perspective. In addition, our Internet site contains further information and evidence of the school's achievements and activities.



*Beaumaris Primary School*

## 2. SECTION ONE: SCHOOL

Beaumaris Primary School opened in 1991. It is located 30kms to the north of Perth on the coastal strip. The school has, on site, an Administration building, a specialist block (Library; Arts Room; ICT Room), a Performing Arts Centre with Music/Green Room/Stage, Assembly Area, 21 primary classrooms (including 3 ECE P-1 Centres), 2 Pre-Primary Centres, 2 Kindergartens, a Hall (containing a LOTE room, small conference room/uniform shop) and a modern canteen.

The enrolment figures for 2008 included over 600 Primary, 80 Pre-Primary and 80 Kindergarten. We are a 'local intake area' school. The school's boundaries range from Hodges Drive to the south; Burns Beach Road in the north; and Marmion Ave in the east. This includes the areas of "Beaumaris" (North Ocean Reef), Iluka and the optional area of Burns Beach.

## 3. SECTION TWO: TEACHING

### 3.1. Collaborative Culture

Feedback indicates (86%) sub schools are operating effectively. Teachers state the collaborative environment is supportive for both staff and students. The team, working together, promotes shared, broader thinking and strategies that in turn promote effective teaching – learning relationships, current pedagogy, common assessment, collaborative moderation and improved outcomes. Planning and systems within collaborative teams have eased workloads and encouraged professional dialogue. The team approach enables teachers to readily address both local and system wide needs through cooperative teaching strategies as well as capacity for individual teaching practices. It also fosters distributive leadership of sub schools, learning areas, performance management & accountability procedures.

### 3.2. Productive Pedagogy

Whilst Productive Pedagogies are still in a developmental phase, staff workshops, discussions and feedback have highlighted significant positive aspects that enhance teaching learning relationships:

- Students and parents having clearer expectations and understandings
- Integrated tasks to meet all levels of ability so all students can experience success
- Collaborative Sub school structure
- Problem based learning
- Stimulating resources - technology
- Teacher expectations – put in place and realistic
- Equity in opportunity to learn
- More explicit expectations for students
- Accommodate personalities
- Strategies to engage children at individual levels & needs
- Great pastoral care & cultural awareness
- Power of Substantive Language
- More explicit teaching
- Use student interests and culture to carry content and engage
- Relevance of Metalanguage
- Higher order teaching/learning – connecting core skills, problem solving, core skills, etc to outside world
- Making learning challenging and inclusive
- Tasks related to developmental levels
- Recognition of individual differences – learning styles; etc
- Learning through developmental and sequential lessons
- Developing independent learning and regulation skills
- Positive feeling and support
- Positive effect of utilising integrated & background knowledge
- Encapsulates the ethos of Outcomes Based Education

Development will continue with a view to peer performance management through collaborative sub school structures in the future.

### 3.3. Curriculum Improvement

The Plan for Public Schools 2008-2011 and Focus 2008 Plan continues to draw together the areas of: assessment and reporting; Making Consistent Judgements; and Systems Information Reporting on-line. Teacher assessment; standardised testing; and WALNA and NAPLAN outcomes identified both learning needs and students at risk. These have been addressed in literacy and numeracy through: IEP's; GEP's; and over \$50,000 of support programs managed and evaluated by SAER and LSC coordinators. Outcomes have been positive with reduction of students in the bottom tail of assessment. It is recommended this level of support continue and be increased in 2009.

### 3.4. Performance Management

Performance management of all staff continues as per policy and requirements, especially in the development of the Strategic Plan and systemic initiatives, namely Smart Technology and Curriculum Improvement. Whole school formats were utilised and undertaken by all staff.

It is envisaged Performance Management will become an integral process within sub school structures, on a peer to peer basis, supported by Admin. This will enable more explicit accountability evaluations and sharing, by Admin, in further developing local and systemic strategic goals. Again, the sub school structure will be pivotal.

### 3.5. FISH

Our school spirit is best represented as the collective of our activities, values and ethos that promote a sense of pride and belonging in our school through the coming together of the whole

school community. It is also underpinned by our 'Fish Philosophy' which drives our ethos and capacity to engage as a whole and individually for improved outcomes:



Marco Polo Performance

Be there! Choose your attitude! Make their day! Have fun!

**4. SECTION THREE: LEARNING ENVIRONMENT**

**Structure**

Sub Schools; Multi Age Classrooms; Collaborative Cultures

**Main Priorities 2009**

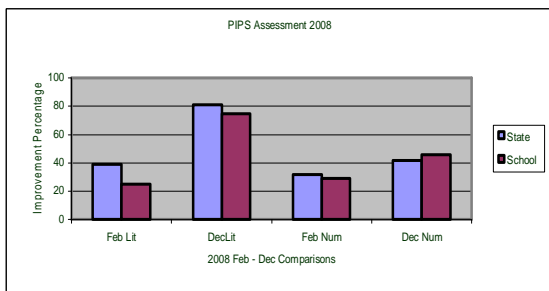
- Literacy & Numeracy (ongoing) – core skills; support programs; Spelling
- Smart Technology
- Productive Pedagogy
- Learning & Thinking Community
- Science – review and planning

**School Performance:** (Curriculum Improvement; Making a Difference/Value Adding SAER: LSC: Support; Special Programs)

**4.1. PIPS ASSESSMENT**

Performance Indicators in Primary Schools assessment is an important strategy in identifying students that will require extra assistance in developing their Literacy and Numeracy skills. A study of our school's performance over the last 4 years has strongly supported our sub school structures and the need for teachers to work collaboratively. 2008 results indicate an even developmental trend across all PP groups, reflecting changing pedagogical strategies.

Mean Raw Scores 2008	February	December	Improvement
<b>State Reading</b>	<b>39</b>	<b>81</b>	<b>208%</b>
<b>School Reading</b>	<b>25</b>	<b>75</b>	<b>300%</b>
<b>State Numeracy</b>	<b>32</b>	<b>42</b>	<b>131%</b>
<b>School Numeracy</b>	<b>29</b>	<b>46</b>	<b>159%</b>



Recent trends indicate lower commencement mean scores in comparison to state averages. This may be due to the fact data is not state wide, with a growing number of wealthier schools coming aboard. The program is quite expensive and hence preclusive for many schools. However, a continued pleasing

aspect is the degree of improvement over the year where the school out performed state averages and in Numeracy, outperformed the mean as well. Consequently, existing pedagogy and focus will continue.

The mean trend has been diagnosed in Kindy as well, where now the Kindy offers special '0-4 Parenting Programs and Transition to Kindy Programs.' Anecdotal data suggests participating students and parents are more ready and capable when commencing their Kindergarten year. It will be interesting to see if this will impact on initial mean score for PIPS in 2009.



0-4 Parenting Program

**4.2. NATIONAL MINIMUM STANDARDS RESULTS 2008**

2008 was the inaugural year for national assessment through the NAPLAN Program. As with overall scores in Western Australia, there is also room for improvement at Beaumaris in certain areas. As a whole school, well over 90% of all students were above the national benchmark. This is to be expected.

Number of Students Achieving Benchmark NAPLAN 2008

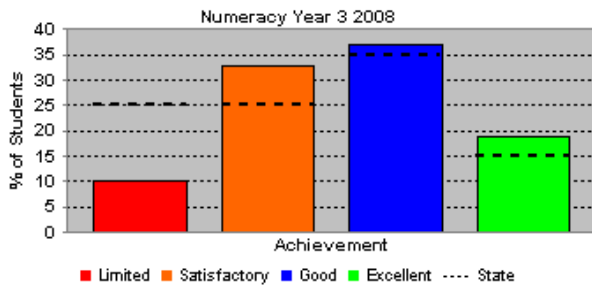
	Num	Rdg	Writ	Spell	Pun/Gram
<b>Yr 3</b>	95%	97%	100%	97%	97%
<b>Yr 5</b>	93%	96%	94%	93%	94%
<b>Yr 7</b>	100%	99%	98%	97%	97%

Pre – 2008 Numeracy, Reading, Writing & Spelling State WALNA Benchmark Achievement

	Num	Rdg	Writ	Spell
<b>Yr3 2005</b>	100%	100%	94%	98%
<b>Yr3 2006</b>	95%	97%	96%	90%
<b>Yr3 2007</b>	100%	100%	96%	95%
<b>Yr5 2005</b>	91%	97%	90%	85%
<b>Yr5 2006</b>	97%	99%	92%	91%
<b>Yr5 2007</b>	96%	100%	97%	87%
<b>Yr7 2005</b>	93%	96%	90%	90%
<b>Yr7 2006</b>	93%	97%	92%	90%
<b>Yr7 2007</b>	95%	90%	97%	85%

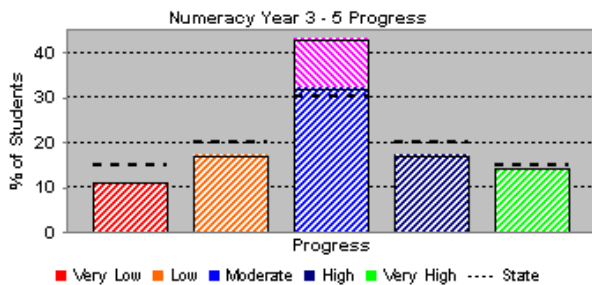
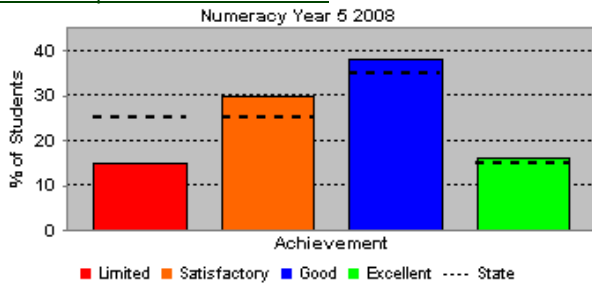
There is a high degree of consistency over the years, which is pleasing. However these results reflect bench mark outcomes only. Variance does exist in terms of progress comparisons within the school and the state. This aspect will be a focus for sub school planning and commitment in 2009.

Year 3: Achieving Expectations

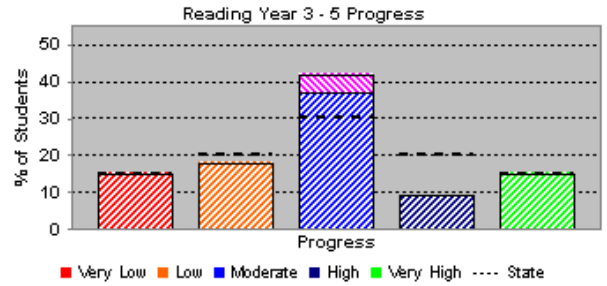
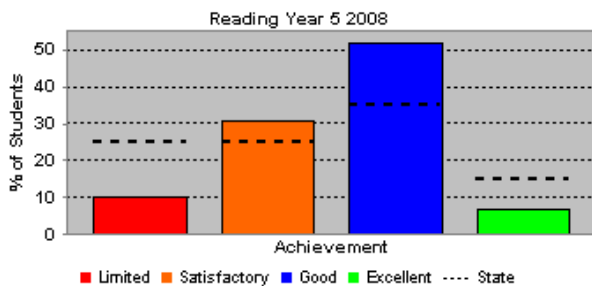


The results are positive in that expectations have either been met or surpassed in both numeracy and literacy.

Year 5: Expectations Achievement

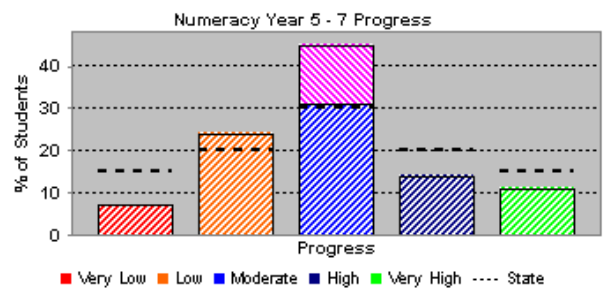
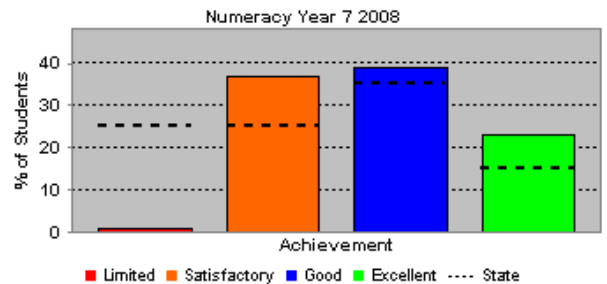


Numeracy expectations have been met. A slight variance does exist in terms of progress, at the higher end of achievements.

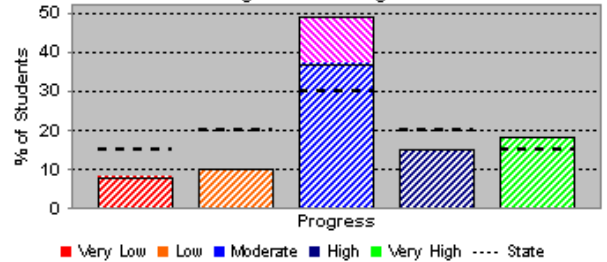


Similarly, literacy expectations have been met generally, but with fewer students at top end achievement. This is also reflected in progressive achievement data, which will require a focus for development in 2009 in both numeracy and literacy.

Year 7: Expectations Achievement



Year 7 numeracy expectations achievement is above average, but again with a variance in progressive outcomes at the upper end. This issue has already been addressed by the Senior Sub School with trials of extension programs in early 2009.



Again literacy expectations are above the norm, while the 'top end' outcomes are slightly less. As with other sub schools, this area will be a focus for planning and commitment in 2009.

#### 4.3. BPS INTENSIVE READING PROGRAM:

2008 saw the Program develop further, involving more students across all sub school. The program is coordinated by the SAER team and assisted by parent volunteers. The key focus was aimed at improving Reading (Accuracy; Comprehension; and Rate) as well as general Literacy and numeracy through BWELL. Overall results are just reward for investment made - In total some \$50,000.

#### BPS INTENSIVE READING PROGRAM 2008 Student Progress (Months per Quarter)

Accuracy	Comprehension	Reading Rate	
Group 1			
4	0	4	
4	25	4	
31	36	15	
4	7	6	
Group 2			
5	15	2	
7	17	11	
13	28	16	
13	36	18	
6	0	5	
37	15	19	
Group 3			
0	36	1	
0	11	0	
12	20	24	
2	36	0	
Group 4			
16	10	0	
32	0	0	
0	28	0	
0	20	0	
0	0	8	
0	28	0	
<b>186</b>	<b>368</b>	<b>133</b>	<b>Total</b>
<b>9.3</b>	<b>18.4</b>	<b>6.65</b>	<b>Average</b>
Reading aspect above chronological age already			

Anecdotal evidence from teachers and the BWELL coordinator is also very positive with gains being made by all participants. A critical factor is the evidence students are maintaining improvements and success with mainstream literacy when returning to classroom programs. The program will continue in 2009, to maintain a focus on reducing numbers of students achieving at the bottom end of expectations.

#### 5. SECTION FOUR: STUDENT SERVICES & VALUE ADDING

(BMS; Services; Inclusivity; Values; Awards Programs)

Overall success of the programs is evident in the low numbers of students who receive formal BMIS consequences as well as consistent comments from visitors and service providers regarding excellent student behaviour. Most are recorded by a few students.

BMIS RECORDS: 2002 - 2008						
Year	No. Students			No. Levels		
				Yellow	Orange	Red
2002	22	8	1	30	10	2
2003	22	7	5	35	9	5
2004	28	8	0	30	9	0
2005	28	8	2	38	8	2
2006	36	8	0	42	10	0
2007	29	7	2	36	9	2
2008	29	4	1	34	5	1
Total:	194	50	11	245	60	12

The school's 'Good Standing' policy entitles students to privileges, awards and extra-curricular activities, across all sub schools. These entitlements are withdrawn once "Good Standing" is lost as a consequence of transgressing school values, ethos and BMS, until such a time it is earned back. The privileges and 'Good Standing' are prime drivers of student behaviour and learning engagement.

#### 5.1. Making the Difference – Value Adding

In addition the expansive and comprehensive curricular and extra curricular experiences maximise opportunities to engage students in their strengths, likes and needs. This in turn engages their relationships with others and importantly, their learning. It is the 'School Spirit' fuelled by staff, students and community in their desire to go 'the extra yard' that makes Beaumaris such a 'High Demand Government School!'

A feature of Beaumaris School is its strong pro-active approach to social and emotional well being of students. A broad range of programs are provided that collectively promote personal development through increasing self awareness, self discipline, personal responsibility, collaborative skills, acceptance of diversity and support for each other as a community of learners. Successful programs include:

#### SAER

Early identification and longitudinal profiling of students at educational risk; Support a Reader; BWELL (Literacy support); Staff/student Mentor Program; Special achiever programs such as Endeavour Award Challenge camps for Seniors and Challenge days for Middle and Junior students; Student extension through use of middle schooling, productive pedagogy and lifelong learning strategies.

#### BMIS

School Ambassador Program; Quality Circles (a restorative process); CABCAA; Leadership development programs; Peer support and mentoring program; Values promotion

#### HEALTH AND WELL BEING

Student Enrichment Volunteer Program; Art Therapy; Rock and Water; Changing Tracks; You Can Do It

#### THE ARTS

- Music – instrumental bands; rock bands; choirs
- Visual Art – extensive art program
- Performing Arts – Performing Theatre Group



Yr 7 Instrumental Band

### CREATIVITY & WELL BEING

Curricular and Extra-curricular Experiences; Performances; Technology; 'Doing the Extra Yards'; camps; excursions;



Senior Sub School Impressionists Painting

### THRIVABILITY

Lifelong Learning (Skills; Competencies; Thrivability); Middle Schooling (Culture not structure, Middle Schooling Cultural Planning Framework, Learning to Learn; Thinking Community; Skills; Competencies)

### SCHOOL SPIRIT

Whole School Culture; Special Days, Events & Programs; FISH Philosophy; Assemblies



Harmony Day

### **Highlights**

- UK Leadership Tour Program – pedagogy exchange
- Extensive Arts programs.
- Cross Country Team successes in Interschool competition
- Joondalup Festival Street Parade - Middle School
- Open Night and Musical Soirée
- Integration of new technologies into teaching practice e.g. SmartBoards; Productive Pedagogy
- Achiever's Camp (Albany); Sydney & Canberra Tour; Logue Brook Camp

- Awards Programs and special Achievers Days
- Run a Marathon Challenge
- Competitions – Westpac Maths; Chess; Basketball & Netball; community events
- Feedback from family surveys shows very positive approval for the school and its programs
- instrumental music continues to grow with more opportunities for school and students, along with contemporary music
- Teacher Education Compact with Edith Cowan University-Joondalup continues to provide a unique partnership for the school - as well as providing assistant teachers with mentoring and opportunities for development, the school enjoys numerous benefits



## **6. SECTION FIVE: LEADERSHIP**

### **6.1. Distributive Leadership**

The school comprises of three distinct Sub Schools (Junior K-3; Middle 4/5; and Senior 6/7). Each elects its own Sub School Head as leader and coordinator and each is being supported by provision of common collaborative times and targeted resourcing. The new organisation is underpinned by philosophy of composite classes and collaborative pedagogy, with a growing focus on lifelong learning and middle schooling strategies. The realignment is consistent with the Curriculum Framework and teachers are professionally well advanced in an Outcomes Based environment.

The structure encourages and supports leadership across all aspects of sub schools and the school in general including: curriculum leaders; cost centre managers; resource and facilities coordinators; student services leaders; team leaders and professional development leadership and presentations.

Consequently the school has evolved a healthy professional culture of which the staff are proud and actively protect. They go the extra yard to reap the extra gain from students.

Accountability lies with sub school management and operations that are virtually autonomous, but within a school framework of policy and procedure expectations. Other aspects defer to direct line management, as required and directed by the Principal.

Committees operate in key areas of the school for coordination, planning and accountability, including:

- School Management Committee
- Finance Committee
- Administration
- Sub School Collaboration
- Student Services/Curriculum Committee
- School Facilities Committee

- Action Research Teams
- Student Council
- School Council
- School P&C

## 6.2. Administration

The key role of the Admin Team, as led by the principal, is the strategic development, leadership, monitoring, resourcing, servicing and accountability of school and systemic plans and outcomes. This includes key portfolios managed by members of the Admin Team:

- Curriculum
- Student Services
- Facilities & Services
- Fiscal Resources

The Principal is ultimately responsible for all policy, procedure and outcomes. This combination has served the school well over the years and continues to do so, as reflected by parent survey feedback.

## 7. SECTION SIX: RELATIONSHIPS

### 7.1. Professional Culture & School Spirit:

The 'Strategic Plan 2005-09' underpins School Spirit as a key motivator and source of professional and personal satisfaction necessary to deliver a challenging vision as a coherent and actively collaborative team. The 'Fish Philosophy' was purposefully introduced during the Plan's embryonic phase, emphasising the fact we create the type of workplace, practices and outcomes we allow, whether good or bad. If we desire a happy productive environment to achieve our vision it is really up to us, not as individuals, but as a team to maintain and further 'School Spirit.' This means a commitment to FISH – a commitment to walking the talk through four simple but fundamental personal and collective decisions: Be There; Choose Your Attitude; Make Their Day; and Have Fun!



Staff PD Day

Outcomes have been very positive, adding to and complementing existing school culture and 'School Spirit.' The real benefit has been the level of team development and cohesion that in turn has promote: dynamic sub school teams; commitment to whole school technology up-skilling; implementation of strategic planning; professional growth; going the 'extra yard'; and a happy and vivacious working environment.

Students and staff want to function properly: physically; mentally and emotionally. Emotional imbalance, unhealthy lifestyles, personal stress and stressful working conditions can affect the ability and desire to be engaged in positive teaching

learning relationships. Such an outcome can only hinder our vision and goals. As such: existing strategies, programs and philosophy that promote well being are central to our strategic plan.

### 7.2. Values, Ethics and Pastoral Care:

Beaumaris has revisited its core values, developed some years ago, in context of the new strategic plan. These values have unanimously been retained as they are still regarded as highly relevant and essential in terms of delivering the vision. They are also consistent with values in the 'Plan for Public Schools 2008-2011: 'Learning; Excellence; Equity; and Care.

At Beaumaris, values education is seen as a key strategy to promote well being in the social/emotional domain and subsequently better teaching – learning relationships. These include:

- preventing bullying
- managing student behaviour
- building resilience and thriving ability
- improving student and staff well being
- improving whole school relationships
- improving teaching – learning engagement
- developing responsibility and citizenship
- ensuring unity of vision and ownership within the whole school community

Organisational coherence and collaborative focus has evolved through common and shared values. Beaumaris' successful history has been underpinned by the values which will also deliver success in the future. These values are promoted and shared within the whole school community, making school a great place to learn and work.

### Excellence – Endeavour – Harmony – Challenge

Beaumaris Primary School has been and still is committed to creating a safe, enriched and challenging educational environment which supports and promotes the intellectual, social, emotional, creative, spiritual and physical growth and development of each child. Our vision is underpinned by an ethos that has evolved from strategic planning aimed at delivery:

- We want children to strive for individual excellence and to prepare for not only a life of work, but also a life of worth
- At Beaumaris Primary School we are a community of lifelong learners where the unique abilities and talents of each person is valued and nurtured.
- We at Beaumaris Primary School are committed to creating a safe, enriched and challenging educational environment which supports and promotes the intellectual, social, emotional, creative, spiritual and physical growth and development of each child



Yr 6 Leadership Week Challenges

The collective of activities, values and ethos promote a sense of pride and belonging in our school through the coming together of the whole school community. This is our 'School Spirit,' our fuel, our 'la joie de vie' to: Be there; Choose our attitude; Make their day; and Have fun!

### 7.3. Acknowledgment & Recognition:

Awards Program; Community Nominations

The Beaumaris Student Award Program rewards achievement, progress, service and effort across the whole school spectrum. These awards are not taken lightly. Nominations are only made when students consistently meet the criteria and are genuine recipients. Nominations are completed by staff. There are three award programs, varying slightly in each of the three sub schools (Jnr; Mid; Snr):

- Endeavour Awards Program
- Achievement Awards Program
- School Spirit Awards Program



### 7.4. School Community:

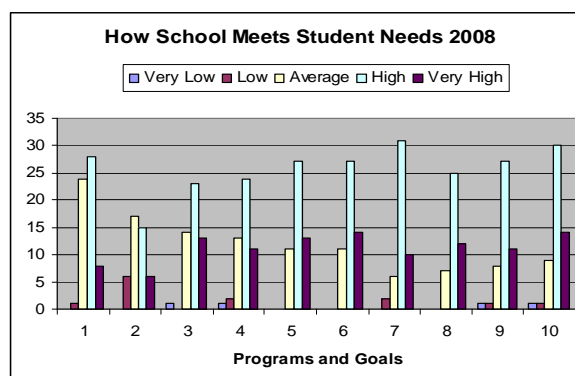
The school actively promotes and encourages parent participation and involvement in the school.

- School Council plays a vital role, endorsing the school plans and budget. The Council receives the Annual Report, prepared by the Principal, in Term One of each year as part of its ongoing partnership in the school planning cycle of evaluation, review and implementation
- P&C established a budget and through various fund raising activities and provided several thousand dollars to the school. These funds were largely used for: play area redevelopment in South block, grounds improvements and landscaping; acquisition and replacement of IT hardware; equipment supporting learning programs such as Junior reading materials; stage improvements; sports equipment; canteen upgrades; student awards; improvements surrounding demountables; security improvements; and smart technology
- Parent volunteers continue play an important role in both curriculum and extra curricular programs, across the school. The Parent Volunteer Enrichment Program, SAER Program and Arts Programs were all well received, but numbers will need to increase for programs to maximise effectiveness in 2008
- Parents continue to play an integral part of various organisational bodies operating in the school, such as: School Council, Management Committee; Curriculum & Student Services Committee; Facilities & Services Committee and P&C. Other representatives were on Canteen and Uniform committees
- Parent focus group discussions and surveys indicate a very high degree of satisfaction with the schools learning environment, programs and community involvement

### School Community Planning Survey:

Family perceptions were sought in terms of how the school met student needs in a variety of areas:

- |                      |                                |
|----------------------|--------------------------------|
| 1. Academically      | 2. Extracurricular Interests   |
| 3. Socially          | 4. Emotionally                 |
| 5. Inclusivity       | 6. Health/Physical Well Being  |
| 7. Student Behaviour | 8. Citizenship                 |
| 8. Self Esteem       | 9. Independence and Confidence |

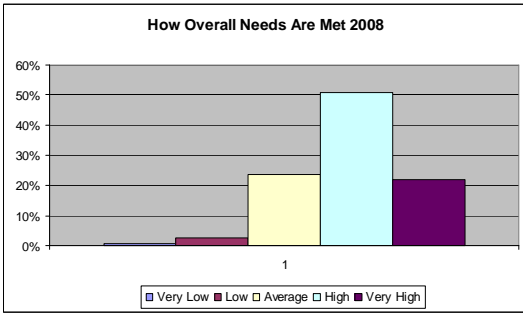


In each category the majority of respondents perceived the school as meeting needs at a high or very high level. Rankings for Academic needs have a higher Average component (39%) than other areas, only 2% of respondents ranked it as low, with some 60% ranking it High to Very High. These figures vary from 2005 where around 30% of respondents ranked this as average and almost 70% High to Very High. The larger sample may attribute to the variation, as may the demographic changes over the past few years. The number of identified students with learning needs has increased, with a corresponding decline in the number of students identified for PEAC Programs, now below the district average. This shift has realised significant investment in support programs and personnel, perhaps at the expense of catering for other students with needs for extension and TAG programs. We can only surmise the shift in parent perceptions, but it is an area which will require further investigation of our practices over the coming year.

Written comments in later sections largely focused on requests for more special needs support programs and personnel, as well as more extension opportunities. Others question provision for the 'average students' given time and resources put into students with learning difficulties. These were only a minority. The same respondents reflected these views with Social, Emotional and Inclusivity needs.

From feedback comments there is a degree of ambiguity and lack of awareness about the school's extracurricular activities, especially by families with students only in the Junior Sub School. Again this is reflected by a few comments in later sections, with a small minority also suggesting access to all programs be extended throughout all sub schools. However, the percentage is statistically insignificant. The issue of better communication re: program is ongoing and needs to continue to be addressed.

Overall 73% of respondents indicated the school was meeting student needs at a high or very high level, with 24% suggesting an average outcome. Only 4% indicated they felt the school was low to very low.



In comparison to 2005, feedback suggests we have improved our overall capacity to address needs.

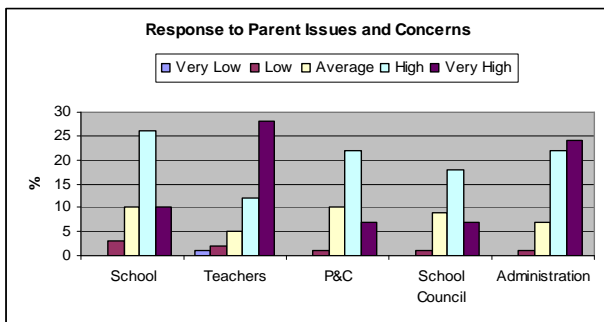
	Very Low/Low	Average	High/Very High
2005 Rankings	5%	31%	65%
2008 Rankings	4%	24%	73%
Variation	-1%	-7%	+8%

Perceptions by parents suggest the programs and action plans of previous years have been and still are successful. The positive outcome being a continued improvement in how we address local needs within the context of our overall Strategic Plan. In general there is stronger support for the school with parents acknowledging current practices and cultures. This represents a positive message for staff and students alike. There were very few additional comments to this section to influence overall perceptions.

Proposed Recommendations

- Further investigation of how we cater for the more able students needs, across the school, with a view to developing more overt and active extension, come TAGs programs and challenges.
- Better communication of school extracurricular activities, including the Awards Programs, to the whole school community. (Perhaps improve parent involvement via Student Services)

Families were also surveyed about their perceptions in terms of how issues and concerns were responded to by: School; Teachers; P&C; School Council; Administration; and Other.

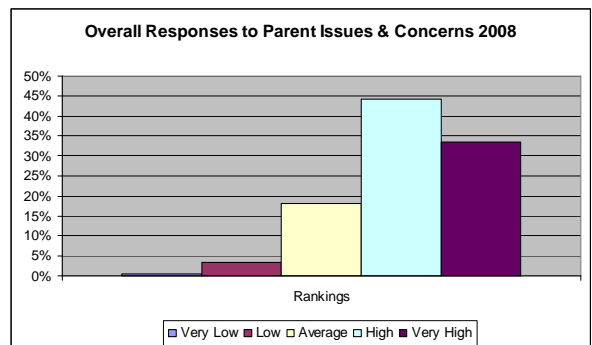


Exceptionally high rankings of 80% plus were given to school staff, both teachers and Administration in terms of responding to parents. From 2005 these rankings are slightly higher for teachers (79%) and markedly higher for Administration (up from 65%). The latter may reflect stabilisation of the Admin team with appointment of substantive staff. Regardless parent

perceptions are very supportive of interactions and responses by school staff. Comments to the contrary in later sections tend to be by a very small minority with a particular historical case issue that may or may not have resolved itself. Their perceptions have not impacted on the overall result, but at the same time the school aims to address all issues and concerns, sometimes not to the satisfaction of all parties. The school will continue to do so in the future. Overall perceptions suggest 71% of respondents rank the school as either High or Very High in addressing parent needs. Less than 1% ranked the school as Low. This is a positive outcome.

Both P&C and School Council were also positively regarded, but not to the same extent. Later comments suggest more awareness information is required.

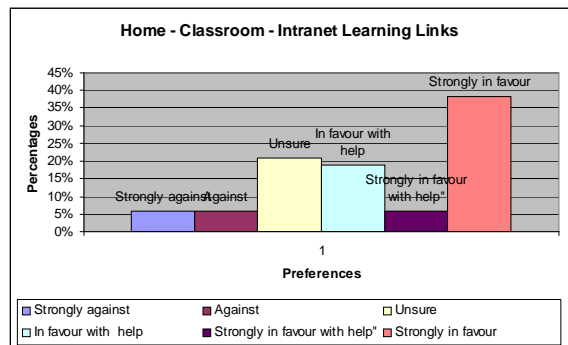
Overall parent perceptions are very positive (78% High to Very High) with regard to issues and concerns being addressed. Only 4% of parents responded with a Low ranking. Again there has been a slight increase in positive perceptions since 2005.



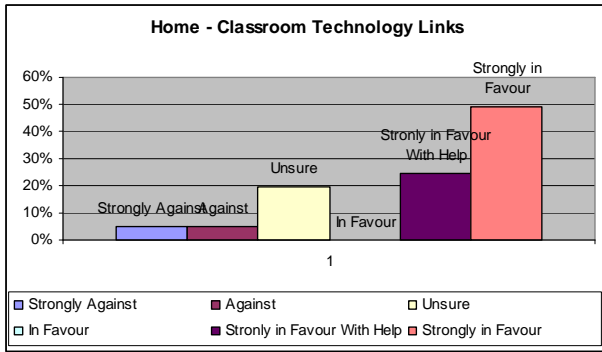
Proposed Recommendations:

- Continue to ensure parent issues and concerns are responded to and addressed.
- Promote the operations, role and structures of the P&C and especially the School Council
- Promote parent involvement in various programs, via Student Services.

Additionally as school based technology skills and interactions have increased, teachers are also experimenting and developing home – classroom links, typically through Classroom Blogs which include schedules, class information, homework, email facilities, etc. While the initial question was raised in 2005, respondents were positive but also generally unclear and uncertain, as per following graph:



These figures have changed somewhat in 2008, with more people in favour and more polarised responses.



In essence 73% of respondents are strongly in favour, of which 24% have requested some form of assistance. Only 10% were opposed and some 20% unsure. The interesting aspect is the lack of 'In Favour' respondents which supports the polarised view and fact the school community is further developed in its use and understanding of IT. This in turn supports our vision and goal: 'Developing a Whole School Learning, Thinking and Caring Community.'

**Proposed Recommendation:**

- With the assistance of a Lottery West P&C Grant, the school further develops Smart technology at both school and community level, undertaking a series of workshops for parents and staff alike that will enhance the understanding, skills, implementation and risk management of home – classroom links.

**Conclusion:**

Overall there is no critically general area of criticism. These and anecdotal response reflect our future focus needs to ensure the school continues its strategic directions and developments. This does not signify the school does not need to improve, but rather the fact the challenge will be to continue to maintain and further develop current services a

**Proposed Recommendation:**

- The school continues to consolidate and further develop its strategic vision, as a whole school community.

**7.5. Partnerships Summary:**

Whole School Community; Committees; Decision Making Bodies; Private Enterprise; Tertiary Institutions; Schools; MPs; Local Council; Government



Mothers Day

**8. SECTION SEVEN: RESOURCES**

The school continues to be well resourced with the support of a proactive P&C Association; entrepreneurial leadership; partnership grants; and state and commonwealth government

support. Over the past three years the school has invested and implemented over a quarter of a million dollars worth of smart technology across the school, in all learning areas. This investment is already initiating positive pedagogical change and rejuvenation amongst teachers.

Facilities are well serviced and diligently maintained, providing students, staff and visitors with aesthetically pleasing environments, both inside and outside the classroom.

The 2008 Financial and Resources Audit confirms excellent management of resources and compliance with accountability requirements.

School Budget:	Budget	Actual YTD	Variance
Previous Year Closing Revenue	150,940.00	150,939.71	0.29
Total Funds Available for Distribution	585,778.00	585,776.10	0.31
Expenditure	660,010.00	660,010.02	0.02
Balance of General Fund	620,498.00	555,975.41	64,522.59
Balance accounts	39,512.00	104,034.61	64,522.61
Balance for all Accounts	39,512.00	215,199.66	175,687.66
Tax Position		1,936.00	
Grand Total		213,263.66	
Bank Balance		\$213,263.66	

2008 budget expenditure has been made public and has been ratified by the School Council.

**9. SECTION EIGHT: FUTURE PLANNING ISSUES & TRENDS**

**Future trends observed for: school; staff; students; and community that may impact on the school or the system:**

- implementation of 'standards' and 'review'
- state and national curriculum and syllabus development
- continued development of technology and multi media as tools to learning: specifically Smart Technology; on line curriculum and management; global learning; IT skills development; and integrated learning support
- local, state, national and international education accountability
- aging workforce and associated issues
- education marketing and competition aimed at poaching of students, particularly Yr 7 – continue to expand marketing strategies and networks and maintain Ambassadors' roles
- maintain emphasis on IEP's, IBP's and SAER program
- policy of inclusivity to manage health, behavioural, educational and personal student needs for new enrolments
- rejuvenation of the workforce through new technologies, pedagogies and collaborative organisations
- Developing greater focus on progressive achievement across sub schools, particularly the upper

## 10. SECTION NINE: SCHOOL IMPROVEMENT FOR 2009

### 10.1. Issues for the school to consider in the 2008-09 School Improvement Plan:

- continue development and monitoring of 2009+ Strategic Plan for the coming 2 years through 2008-09 Action Planning and Review
- ongoing school community information sessions, focus group meetings and feedback opportunities to share and shape school vision, and directions, as well as responsive and responsible school leadership
- collaborative teaching and learning to address needs in numeracy and literacy
- development of Life Long Learning and Middle Schooling continua and framework strategies across all sub schools
- expansion of focus on core skills to Literacy & Numeracy
- continuation of 0-4 ECE Parenting Programs
- continue development, awareness, understanding and implementation of Productive Pedagogy
- maintenance of literacy, numeracy and technology focuses
- Science planning implementation in 2009
- review and focus on progressive achievement in Literacy & Numeracy, across the school, targeting 30% of students in top end progress, compared with like schools
- continue to support collaboration culture in sub schools
- focus on individual and group plans/programs for students with learning needs (both ends of continuum) and necessary support to enable staff
- promote and enable staff personal and career development (group and individual)
- promote leadership awareness, opportunities and career development; in school and elsewhere

The following focus areas have been developed as a result of whole school evaluation. These include a focus on learning support needs at both ends of the developmental continuum and necessary support to empower staff.

### 10.2. Literacy

Focus areas for 2009 include:

- development of whole school Literacy Plan
- target focus on developing 30% progressive achievement – upper end compared with like schools
- Implementation of new syllabus documents
- areas of need from 2008 NAPLAN
- core skills focus – Explicit Tchg; Continua
- support programs
- continuation of 0-4 ECE Parenting Programs

### 10.3. Numeracy:

Focus areas for 2009 include:

- development of whole school Numeracy Plan
- target focus on developing 30% progressive achievement – upper end compared with like schools
- implementation of new syllabus documents
- area/s of need from 2008 School Report & NAPLAN
- core skills focus – sub school challenges; explicit tchg
- support programs

### 10.4. Science:

Sub School focus on exploration and planning for 2008-09:

- Implement sub schools planning & strategic plan priorities

### 10.5. Collaborative Teaching – Learning & Integrated Studies:

- Further consolidate Middle Schooling and Lifelong Learning Skills competencies, cultures and strategies
- Continue to develop and & implement Productive Pedagogies
- Continued focus on integration of learning technologies and developing appropriate pedagogies.



Annual Yr 7 Sydney – Canberra Tour

### 10.6. School & Community

1. Ongoing information sessions & school visits to help families understand & orient themselves with school culture & vision, especially: Smart Technology; Cyber Safety; Curriculum Framework; Reporting; NAPLAN; school and systemic initiatives
2. Upgrading - Updating web site regularly
3. Further develop linking home to school via IT
4. Commonwealth schools buildings program
5. Special events, performances and participation in school
6. Development of a 2009-2012 School Strategic Plan



Easter Fair

## 11. CONCLUSION

2008 has been a successful year as we continued to implement our strategic plan “Learning, Thinking and Caring Community” and as our sub school structure continued to promote pedagogical change. Our commitment to Lifelong Learning and Middle Schooling will be reflected through further development of productive pedagogies.

An overall review of our achievements and directions has been positively endorsed by school and community, with a recommendation the existing plan be further developed over the coming 4 years.

Staff are to be congratulated for a vibrant, supportive, happy and productively successful school environment. This is strongly supported by a very active and enthusiastic parent body and school community.

Paul Pree Council President: Paul Pree

Tony Misich (OAM) Principal: Tony Misich  
April 2009